

# **Human Subjects Application**

## **I. Project Title & Prospectus**

“Effects of a Field-Based Teacher Education Approach on Preservice and Novice Teachers”

This study will examine the effects of a field-based approach to teacher education in the Graduate Teacher Education Program in the Graduate School of Education at Portland State University. The study will investigate the outcomes of this approach on three groups of teachers prepared in a field-based cohort: preservice teachers, first year teachers, and second year teachers. Furthermore, the study will explore the smaller subset of teachers who choose to teach students at the middle level. Research questions for the study include:

- What are the effects of a field-based teacher preparation approach on preservice and novice teachers?
- What is the impact of a field-based teacher preparation approach on middle level teachers?

The individuals to be studied have been or are currently members of a field-based cohort in the Graduate Teacher Education Program (GTEP). The cohorts consist of 28-30 graduate students who complete their yearlong graduate teacher education program together. PSU's Graduate School of Education relies on a cohort model rather than a course driven model to teacher education in GTEP, an intensive 5<sup>th</sup> year teacher preparation program. Typically, students in GTEP gradually increase their field experiences from several hours a week to full-time student teaching. In this gradual approach, students take all of their university coursework and seminars on campus. A field-based approach focuses on extensive school-based experiences that situate university coursework and professional development seminars within both the public school district and university campus. An expansive clinical experience provides students with at least 30 weeks of fieldwork doubling the amount of time designated for student teaching. It requires partnerships with schools and school districts. It is not the intent of this study to compare these approaches, but rather to evaluate the impact of a field-based approach.

After a review of the literature, a Field-Based Teacher Preparation Survey was drafted to gather information about participant's attitudes toward the field-based approach. To validate the survey, it was piloted with a group of 29 students.

I plan to administer the Field-Based Teacher Preparation Survey to students from each of three cohort groups: Fall 1998, Fall 1999, and Summer 2000 cohort. Additional data will be gathered from focus groups and interviews. By studying these cohorts, I hope to gain insight into how the field-based cohort prepared them for the realities of public school teaching. In addition, I plan to conduct another round of interviews with those students who choose to teach at the middle level.

This study will provide valuable information to teacher educators who are considering or implementing a field-based teacher preparation program. The results will also be valuable to the school district partners.

## **II. Exemption Claim for Waiver of Review**

This research falls under the “Waived Review” category number 1 whereby research is “conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.”

## **III. Subject Recruitment**

After a presentation on the expectations and commitments needed to participate in this study, all members in the cohorts (Fall 1998, Fall 1999, Summer 2000) will be invited to take part. Participants will self-select. When conducting focus group sessions, I will attempt to ensure both gender and grade level balance. This type of representation will be maintained for the individual interviews. Informed consent will be attained assuring that participation is voluntary and that participants may withdraw at any time.

## **IV. Informed Consent**

Participants will be briefed about the intent of the study, and receive written information that includes an outline of expected activities. The researcher will explain that participation is voluntary. In signing a consent form, participants will indicate that they are giving the researcher permission to gather data from surveys, focus groups, and interviews. The signed form assures them that they have the option not to participate in the study and/or to withdraw at any time throughout the course of the study without any negative consequences.

## **V. First-Person Scenario**

Micki M. Caskey met with us during a cohort meeting time or mailed us written information about the proposed study. She described the study and informed us that it will help provide insight into the effectiveness of field-based approach to teacher preparation in the Graduate School of Education at Portland State University. I learned that our effort is designed to improve programs for future GTEP students. I was told that the members of each cohort (Fall 1998, Fall 1999, Summer 2000) would be invited to participate in the study. At the time of the invitation, an informed consent form and survey will be provided for student consideration. If I choose to participate, I would be asked to sign the informed consent form and complete the survey. I understood that the surveys would take 20-30 minutes to complete and that participant identity would be anonymous. I was also told that cohort members would be invited to participate in focus groups and individual interviews. I may choose to participate in only the survey, the survey and an individual interview, the survey and the focus group, or all three activities: the survey, individual interview, and focus group. I was informed that the focus group sessions would be audio taped and led by a research assistant. Micki explained that she hopes to establish balanced gender and grade level representations in the focus groups. I heard that confidentiality would be assured for all documents, recordings, and data through the use of a coding system. I also understood that I am free to withdraw from the study, without negative consequences, at any time. My participation decision will not affect my grade, my status, or my relationship with Portland State University, the Department of Curriculum and Instruction, Micki, or other participants.

Finally, I was told that my participation might help determine the effectiveness of this approach to teacher preparation and improve the program. Research results will be shared in articles, reports, and presentations about field-based teacher preparation.

## **VI. Potential Risks and Safeguards**

Participants are free to withdraw from the study at any time without negative consequences. Though participants may feel some pressure to complete surveys, the researcher will remind participants that it is voluntary. Additionally, the researcher will reassure participants that confidentiality will be maintained.

All information will be coded to protect the identities of study participants, and any demographic information that might otherwise compromise their anonymity will be withheld. These steps will assure that their participation will have no impact on their status in the Graduate School of Education or school district.

Focus group and individual interview sessions will be scheduled after school to accommodate the student teaching and inservice teaching schedules. They will be held either at the Graduate School of Education or at school district sites to minimize the need for participant travel. Sessions will be audio recorded to provide a more complete and accurate transcript. A research assistant will lead focus group sessions, freeing the researcher to make observational notes of these conversations. Transcripts from each of these sessions will be shared with participants. The participants will also be invited to add comments to the transcripts. Finally, participants will be told that their participation is voluntary and that they may withdraw from the study at any time without consequence.

## **VII. Potential Benefits of the Proposed Study**

This study does not have any direct benefit to the participants; however, participants may see a benefit in having an opportunity to share their thoughts and feelings about a field-based teacher education program with the researcher. It does have the potential to benefit the Graduate School of Education and Portland State University by providing a close examination of the effectiveness of this approach to preservice teacher preparation as well as overall program improvement. This would potentially benefit faculty, students, and community, and serve as the basis for informed planning for the future.

## **VIII. Records and Distribution**

All survey, focus group and interview data, recordings, notes, and transcripts will be locked in the home or work office of the researcher. Results of the analyses will be shared with participants, the Graduate School of Education, presented at professional conferences, and published in professional journals. Participant confidentiality will be maintained throughout. All data and records from this project will be kept on file in the researcher's home or work office for a minimum of three years.

## **IX. Appendices**

See Appendix A for Informed Consent, Appendix B for the Field-Based Teacher Preparation Survey, and Appendix C for Focus Group and Interview Questions.

## **Appendix A – Informed Consent (Option 1)**

### **Effects of a Field-Based Teacher Education Approach on Preservice and Novice Teachers**

#### **Informed Consent**

You are invited to participate in a research study conducted by Micki M. Caskey from Portland State University, Graduate School of Education. The researcher hopes to learn about the effects of a field-based approach to teacher preparation. This study is being conducted in part to evaluate the effectiveness of a field-based teacher education program. You were selected as a participant in this study because of your membership in the Fall 1998 cohort, Fall 1999 cohort, or Summer 2000 cohort.

If you decide to participate, you will be asked to complete surveys about your experiences in a field-based cohort.

The Field-Based Teacher Preparation Surveys will be administered in Spring 2001. The preservice teachers in the Summer 2000 cohort will complete the survey in the Professional Development Seminar at the Graduate School of Education. Surveys will be mailed to the novice teachers in the Fall 1998 and Fall 1999 cohorts. Follow-up reminders in the form of email, telephone contact, or letters will be used to increase the rate of response. The Field-based Teacher Preparation Survey will take 20-30 minutes to complete. You will also be invited to participate in focus group sessions in Spring 2001 (June, 2001). Focus group sessions will be conducted at the Graduate School of Education or school district site that is most convenient for the participants. Each session will be conducted with the support of a research assistant to facilitate the note-taking and audio recording of the session. Focus group sessions will be limited to 4-6 participants. In addition to the focus group sessions, individual interviews of preservice and novice teachers will be conducted in Spring 2001. Interview times will be coordinated to support student teaching and inservice teaching schedules. They will be conducted at the Graduate School of Education or school district site whichever best meets the needs of the participants. To document the interviews, both note-taking and audio recording will be used.

Though you will not receive any direct benefit from taking part in this study, your participation in the study will increase what is known about field-based teacher preparation and support others entering this type of program.

Information that is obtained in connection with this study and that can be linked to you or your identity will be kept confidential. To maintain confidentiality, the surveys will be anonymous and the focus group and interview work will be coded. Only the researcher and research assistant will have access to information from the sessions. Protocols and data will be kept secure in the researcher's offices. When information from this study is shared in articles or presentations, your name and school placement information will be altered or deleted, to protect your identity.

Your participation is voluntary. You do not have to take part in this study, and it will not affect your grade, your status in the cohort of school district, or your relationship with Portland State University, the Department of Curriculum and Instruction, Micki Caskey, or other participants. You may withdraw from this study at any time without affecting your relationship with the researcher, your cohort, the Department of Curriculum and Instruction in the Graduate School of Education, Portland State University, or school districts.

If you have concerns or problems about your participation in this study or your rights as a research subject, please contact the Human Subjects Research Review Committee, Office of Research and Sponsored Projects, 111 Cramer Hall, Portland State University, (503) 725-8182. If you have questions about the study, please contact Micki M. Caskey in room 608E of the Graduate School of Education, Portland State University, by telephone (503) 725-4749, or by email at [caskeym@pdx.edu](mailto:caskeym@pdx.edu).

Your signature indicates that you have read and understand the above information and agree to take part in this study. Please understand that you may withdraw your consent at any time without penalty, and that, by signing, you are not waiving any legal claims, rights or remedies. The researcher will provide you with a copy of this form for your records.

---

Signature

---

Date

## **Appendix B – Field-Based Teacher Preparation Survey**

### **Portland State University Graduate Teacher Education Program**

### **Field-based Teacher Preparation Survey**

### **Student Teacher**

**Instructions:**

Please complete each section of this field-based teacher preparation survey. Your responses provide valuable information and insights about the field-based approach to teacher education. Please identify your school district, level of authorization, and gender. Be assured that you will remain anonymous. Thank you.

**School District:** \_\_\_\_ **NCSD**      \_\_\_\_ **PPS**      \_\_\_\_ **OTHER**

**Level of Authorization:**

**1<sup>st</sup> level** \_\_\_\_\_

**2<sup>nd</sup> level** \_\_\_\_\_

**Gender:**      \_\_\_\_ **Female**      \_\_\_\_ **Male**

**Portland State University  
Graduate Teacher Education Program  
Field-based Teacher Preparation Survey**

**Directions:** Please fill in the circle that shows your degree of agreement with each statement.

1. I like the field-based teacher education approach employed by the university and school district.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
2. The field-based teacher education approach helps me to examine my own assumptions as a teacher.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
3. I think that extensive fieldwork affords me the time to become the kind of teacher that I want to be.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
4. I am confident that I have the knowledge and competencies needed for a successful teaching career.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
5. I believe that extensive field experiences help me to become a better teacher.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
6. The field-based teacher education approach enables me to work with and learn from my colleagues.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
7. Student and mentor teacher relationships are fostered in the field-based education approach.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
8. Learning to teach from experience is an advantage of this field-based teacher education approach.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
9. The field-based teacher education approach helps me to reflect on my own teaching.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
10. The field-based teacher education approach allows me to reach some of my own professional goals.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
11. I feel a strong sense of community with members of this field-based teacher cohort.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
12. The field-based approach permits me to contribute significantly to the public school's culture.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
13. I can identify specifically my areas of strength as a preservice teacher.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
14. I can identify areas that I need to develop further as a preservice teacher.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree
15. I would recommend the field-based teacher education approach to other students.  
☐ Strongly agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly disagree



**Directions:** Please respond to the following questions or statements. Use additional paper as needed to record your responses.

16. In consideration of all that you have learned during your field-based experience, what was the most important?
17. What characteristics of the field-based teacher preparation approach are the most important to retain for future cohorts?
18. What characteristics of the field-based program need to be modified for future cohorts?
19. What important addition would you recommend to this field-based teacher preparation approach?
20. What aspect of the field-based teacher preparation program was advantageous for your professional development as a teacher?

21. How did the timing of interview and hiring processes affect your student teaching experience?
22. Teacher education encompasses two major components: the course work and the field experience. Give a specific example or anecdote of how you integrated these components.
23. What were your expectations of a field-based teacher preparation approach?
24. How did your views of the field-based cohort change over the course of the year?
25. As a consequence of your experiences in the field-based cohort, what educational connections are most important to you?

## **Appendix C - Focus Group and Interview Questions**

What types of experiences in your field-based cohort were most beneficial?

How well do you believe you are or were prepared for the realities of public school teaching?

What does the field-based approach to teacher education do well?

What does the field-based approach to teacher education need to change or improve?

For what reasons would you recommend a field-based teacher preparation to future GTEP candidates?